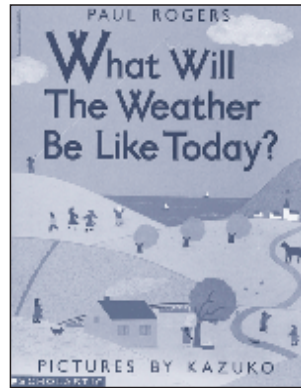


What Will the Weather Be Like Today?



by Paul Rogers
 genre: science nonfiction
 word count: 158

Level H

Summary The rhyming text of this book explores many different kinds of weather. It also explains how, at different times and in different parts of the world, these various kinds of weather can be found.

Background Information

This book features many major ecosystems of the world, including deserts, forests, grasslands, wetlands, oceans, and arctic tundras. An ecosystem is formed by the interaction of a community of organisms and its environment. This book focuses on a variety of different ecosystems and the weather that makes each system unique.

For more information about weather, see www.wildwildweather.com.

Supportive Text Features

The simple illustrations and colorful details draw children in to the subject matter and support the text. Rhyme makes the text predictable and fun to read. Together, the illustrations and the rhyme scheme will help children decode unfamiliar words. In this way, the art and text make the subject of weather accessible and easy to understand.

Praise children for specific use of “Behaviors to Notice and Support” on page 39 of the *Guided Reading Teacher’s Guide*.

Challenging Text Features

This book is written like a poem. Some phrases or lines end with periods or other end marks that do not fall on a spread. Encourage children to pay close attention to commas and end marks. Help children understand that sometimes a thought continues onto the following page. Remind children that regardless of how text appears on a page or pages, a thought ends with an end mark such as a period.

Comprehension Strategy

Understanding Figurative Language

Have you ever noticed that sometimes authors compare two things in a creative way? This helps us to understand or picture what the author means or wants to say.

- Let's read aloud this sentence from the story: *The world has awakened.* Is the world a person or an animal? Can it really wake up? What is the author comparing the world to? How does this sentence help us to understand or picture what the author is trying to say?
- Now let's read aloud the words on the last four pages. Can the sun and rain really play and paint a rainbow? What are the sun and rain really doing? What does the author want you to imagine when he writes that the sun and rain meet to play and paint a rainbow?

Phonics and Word-Solving Strategies

Reading Words With *r*-Blends

Guide children to read story words with *r*-blends, such as *frog*, *dry*, and *bright*. Point out that each word begins with an *r*-blend.

- Write the word *frog* on the chalkboard or chart paper. Point to the letter *f* and say /f/. Point to the letter *r* and say /r/. Slowly slide your finger under the letters *fr* and say /fr/. Explain to children that the letters *fr* stand for the *r*-blend at the beginning of *frog*. Blend the word aloud as you run your finger under *frog*.
- Repeat this procedure with the story words *dry* and *bright*. Have children find other words in the story with *r*-blends.

Reading Multisyllabic Words

Tell children that words are made up of syllables, and each syllable has one vowel sound.

- Call attention to the word *moment* on the first page. Point out that *moment* has two syllables. Ask children to clap the word and identify the syllables. Cover the second syllable in *moment*, and tell children that when they see a syllable that ends with a vowel, it usually has the long vowel sound.

- Have children pronounce the first syllable in *moment*. Then cover *mo* and have children read the second syllable. Ask children how many syllables are in *moment*.
- Call attention to *fading* on the same page. Have children use the same procedure to identify the syllables.

Oral Language/Vocabulary

- Ask children to describe the weather of the day. Then have them look for a picture in the book that is like the weather they see outside. Ask children to compare and contrast the weather of the day with the weather in the book.
- Ask children to describe and talk about the animals in the book. If children do not know much about an animal, have them describe how the animal appears in the book and ask questions they have about that creature.

Extending Meaning Through Reading and Writing

- Have children review the pictures in the book without reading the text. Then ask children to write sentences about the illustrations on stick-on notes and post them on the appropriate pages. Invite children to read what they wrote on the notes, from the beginning of the book to the end. **(Expository)**
- Ask children to draw pictures that show their favorite kinds of weather. Then have children write sentences that describe the details of the weather. How does it make them feel? How does it make things look? What smells, tastes, or sounds are associated with it? **(Descriptive)**

Fluency Practice

Call attention to the different forms of punctuation in the book. Model how to read a sentence with a question mark, a comma, and a period. Then have children echo read with you, reading each page after you. Afterwards, have children reread the book to partners.